PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENCE AND THE MANIFESTATION OF DEVIANT BEHAVIOUR IN ADOLESCENTS

Khaydarjon Odilboyevich Jurayev
Asadbek Yo‘ldoshali-o‘g‘li Ruziboyev
Azamatjon A’zamjon-o‘g‘li Mirzamaxmudov
University of Business and Science

Abstract: The article examines the psychological characteristics of early adolescence, including personality development, interpersonal relationships, self-awareness, and cognitive processes. Particular attention is given to deviant behaviour among minors and its social, psychological, and individual mechanisms. The article also analyses the psychological aspects of working with minors during preliminary investigations, types of criminal behaviour, and psychological defence mechanisms. The importance of psychological knowledge in conducting investigative actions involving minors is emphasized.

Keywords: early adolescence, minors, deviant behaviour, self-awareness, individual psychological characteristics, criminal behaviour, preliminary investigation

Introduction

Early adolescence generally covers the age range of 15-18 years. During this period, an individual becomes physically stronger and capable of performing independent work. In early adolescence, personality development begins to be influenced by the individual's new social position within society, the school community and relationships with peers, as well as by changes in educational and living conditions. Another characteristic of this period is that work and educational activities acquire relatively equal importance. Under the influence of existing conditions, the adolescent's distinctive moral and intellectual development becomes apparent. Self-awareness also becomes particularly pronounced during this period. One of the significant shortcomings in the adolescent's psychological development is the inability to act independently in all areas of life. Important characteristics of adolescents include the development of a strong sense of friendship, companionship, peer solidarity and love. The highest expression of companionship is manifested in the feeling of friendship. Friendship is reflected in showing affection and kindness towards a friend, wishing to meet and communicate with them, and sharing one's thoughts and emotions.

During adolescence, feelings of love may begin to emerge between young men and women. The joyful moments and painful emotional experiences associated with love affect the psychological world of both young people and gradually become deeper. Adolescents' sensitivity and powers of observation continue to develop. When carrying out assignments, they increasingly understand their meaning and essence and make effective use of different strategies for memorising, retaining and recalling information. The quality and capacity of attention, which support the successful implementation of these processes, also change. The ability to shift and distribute attention develops considerably. Adolescents become more capable of considering other people's points of view, listening to their speech, taking notes and engaging in reasoning. Their intellectual abilities improve, and their thinking becomes increasingly active, independent and creative. Nevertheless, certain objective and subjective shortcomings may still occur in their reasoning. When conducting investigative actions involving minors during a preliminary investigation, particular attention should be paid to their behaviour. In this regard, it is especially important to carefully examine behavioural deviations, including the possible presence of deviant behaviour.

Deviant behaviour refers to the violation of social norms that are maintained and reproduced within particular social conditions and may become widespread.

As a mass social phenomenon, deviance is closely connected with economic, social, political and psychological processes occurring in society. In certain circumstances, events taking place in society may contribute to the emergence, expansion or disappearance of particular forms of deviant behaviour. Sometimes these interrelationships are so strong that it is difficult to determine whether changes in social life are the cause, consequence or an integral component of deviant behaviour. In any case, deviance can be considered a part of social life that is directly connected with both positive and negative forms of deviation from established norms. The mechanisms of deviant behaviour refer to the interaction of internal and external factors that generate, facilitate and implement attitudes, motives and goals contrary to established rules and regulations. There are many forms of deviant behaviour. From a methodological perspective, two principal approaches can be distinguished:

1. Classification and separate examination of specific forms of deviant behaviour, such as crime, offences, alcoholism, suicide, drug addiction and other phenomena. This approach makes it possible to study in depth the behavioural characteristics of each group of individuals involved in such activities. However, it may make it difficult to identify the common features connecting these different forms of behaviour.

2. Examination of the general mechanisms common to all forms of deviant behaviour, including the relationship between behavioural mechanisms and individual personality characteristics, as well as the conditions under which such behaviour develops.

Social norms are generally based on the most frequently occurring situations. In such circumstances, laws and rules are usually followed without significant difficulty. However, the emergence of less common situations may create various challenges. For example, respect for older people does not usually cause difficulties unless it conflicts with another social norm or with the specific interests of the individual involved. This demonstrates that, in certain life situations, individuals may face moral and psychological dilemmas. They must decide whether to comply with a norm or legal requirement even when doing so conflicts with their personal interests, needs and aspirations. There are not only direct relationships between the mass and individual levels of deviant behaviour, but also reverse relationships. Psychological and criminological literature identifies several common methods of psychological self-defence:

1. Denial of the reasons for being held responsible;
2. Denial of the harm caused;
3. Blaming those who make accusations;
4. Justifying one's actions by referring to circumstances considered "more important".

An offender's personality can also be classified according to the level of their legal awareness and their readiness to commit criminal acts. Based on these criteria, the following criminal personality types can be distinguished:

1. Individuals who commit criminal acts under compulsion. These are individuals who become victims of life circumstances and social conditions in which they believe that their most essential needs cannot be satisfied through lawful means. In such cases, the offender may condemn their own actions and experience internal conflict because of the behaviour they have committed.

2. Individuals who commit crimes under the influence of situational temptation. Such individuals commit criminal acts when they believe that they can obtain a personally valuable outcome without facing serious negative consequences. Their level of legal awareness and the

degree of antisocial behaviour are considerably lower than those described in the first category's context of circumstances.

3. Individuals who consistently prefer criminal behaviour to law-abiding conduct. For these individuals, committing criminal acts is repeatedly regarded as more advantageous than complying with legal norms. This type may be described as a person whose behaviour has become strongly influenced by criminal attitudes.

4. Individuals with an established criminal lifestyle**.** For this type of offender, criminal activity has become a stable part of their way of life and may develop into a habitual need. Such individuals are often described as professional offenders. They may continuously seek opportunities or targets for criminal activity. Their methods of committing crimes are developed, and they may keep the necessary tools and means readily available. This type is regarded in the source classification as one of the most socially dangerous categories of offenders.

5. Impulsive offenders**.** For these individuals, certain life situations may suddenly trigger unlawful behaviour. Under conditions of heightened nervous and psychological tension, they may rapidly lose self-control and experience aggression, anger, jealousy or situational hatred.

Such criminal behaviour may become particularly apparent when individuals consume alcoholic beverages or narcotic substances and enter a state of physiological intoxication. A characteristic feature of their socially dangerous behaviour is the development of antisocial behavioural patterns and a low level of self-control.

Conclusion

In conclusion, psychological knowledge is essential when conducting pre-investigation inquiries and preliminary investigations involving minors. A thorough understanding of the psychological characteristics of adolescence, individual differences, emotional states and behavioural patterns enables investigators to organise investigative actions more appropriately. The ability to acquire and correctly apply psychological knowledge contributes to more effective communication with minors, helps prevent additional psychological distress and supports the achievement of legitimate investigative objectives.

Recommendations

1. Investigators should take into account the age-related and individual psychological characteristics of minors when conducting investigative actions.

2. Particular attention should be paid to the minor's emotional state, level of intellectual development, self-awareness and ability to understand the questions being asked.

3. The presence of possible deviant behaviour should be examined comprehensively, taking into account social, family, educational and psychological factors.

4. Investigative communication should be organised in a respectful and age-appropriate manner, without intimidation, pressure or humiliation.

5. Psychological assessment should be conducted by qualified specialists when necessary and within the limits established by law.

6. The classification of criminal behaviour should not be used as an automatic basis for determining an individual's guilt or predicting their future actions.

7. Preventive and corrective measures should focus on the social environment, psychological needs and individual circumstances of the minor.

References

1. Usmanova A.A., Norboev A.N.. YUridicheskaya psixologiya. TGYUI. 2005 g.

2. Maxsudova M.A. Muloqot psixologiyasi. —Turon-iqbol‖ nashr. T. 2006 -118 b

3. Umarov B., Xolnazarova M. X. Yuridik psixologiya. Darslik. Guliston. GulDU.2022. -229 b.

4. Norboyev A.N., Usmonova A.A. Yuridik psixologiya. O`quv qo`llanma. T.2006.-67

5. Исмоилов К. Ҳуқуқий психология ҳамда судьяларнинг касбий-малакавий ҳуқуқий психологияси тушунчалари. Т. —Ношир нашр. 2011. -26 б.

6. Dastlabki tergov faoliyati psixologiyasi: Darslik / B.N. Sirliyev, I.A. Sottiyev va boshq.; Sh.T. Ikramovning umumiy tahririda. – T.: O‘zbekiston Respublikasi IIV Akademiyasi, 2015. – 329 b.

7. Jurayev, X. O. (2026). Xarakter aksentuatsiya konsepsiyasini ijtimoiy psixologik jixatdan qo ‘llash sohalari. Science and Education, 7(1), 1050-1055.

8. Jurayev, X. O. (2023). O spirinlik yoshida shaxsda stressli vaziyatlarda individual koping strategiyalarning o rni va axamiyati. Educational Research in Universal Sciences, 2(4), 512-515.

9. Odilboyevich, J. X. (2025). Ta’lim tizmda imkoniyati cheklangan bollalarni o ‘qitishda inklyuziv ta’limning o ‘rni va ahamiyatining pedagagik va psixologik jixatlari. Research Focus, 4(Special Issue 2), 132-140.

10. Қаюмов, Б. З. Ў., & Абдураҳмонов, О. А. Ў. (2021). ТАЛАБАЛАРДА ШАХСИЙ ВА ИНТЕЛЛЕКТУАЛ ФАЗИЛАТЛАРНИ ШАКЛЛАНТИРИШ МЕХАНИЗМЛАРИ. Scientific progress, 1(6), 750-754.

11. Qayumov Baxtiyor. (2024). THE CORRELATION RELATIONSHIP OF THE DEVELOPMENT OF CREATIVITY IN ADOLESCENTS WITH ACHIEVEMENT MOTIVATION. Next Scientists Conferences, 1(01), 24–27. Retrieved from https://nextscientists.com/index.php/science-conf/article/view/261

12. Baxtiyor, Q. (2024). CREATIVITY AS A RESEARCH SUBJECT IN PSYCHOLOGICAL RESEARCH. American Journal Of Social Sciences And Humanity Research, 4(07), 76-80.

13. Baxtiyor, Q. (2023). O ‘SMIR SHAXSIDA KREATIVLIKNI SHAKLLANTIRISHDA TA’LIM TIZIMINING O ‘RNI. Journal of Academic Research and Trends in Educational Sciences, 178-183.